

Learning Conversation Notes																										
Name of Partner: Rocklin Unified School District, City of Rocklin	Date: October 24, 2007																									
Number of Children Served: 22 RUSD Children with Special Needs 211 Preschool Children	Ages: RUSD: Prenatal () >1 yr (), 1 yr (), 2 yr (), 3 yr (7), 4 yr (15), 5 yr () Preschool: Prenatal () >1 yr (), 1 yr (), 2 yr (16), 3 yr (98), 4 yr (97), 5 yr (1)																									
When Served: RUSD: August 21, 2007 to Present Preschool: August 20, 2007 to Present	Gender: RUSD: 15-Male 7-Female Preschool: 105-Male 106-Female Ethnicity: <table> <tr> <th></th><th>RUSD</th><th>Preschool</th></tr> <tr> <td>Caucasian</td><td>17</td><td>137</td></tr> <tr> <td>African Amer.</td><td>2</td><td>2</td></tr> <tr> <td>Hispanic</td><td>1</td><td>13</td></tr> <tr> <td>Other</td><td>1</td><td>1</td></tr> <tr> <td>Multiracial</td><td>1</td><td>18</td></tr> <tr> <td>Alaskan Native/Am. Indian</td><td></td><td>1</td></tr> <tr> <td>Asian</td><td></td><td>40</td></tr> </table>			RUSD	Preschool	Caucasian	17	137	African Amer.	2	2	Hispanic	1	13	Other	1	1	Multiracial	1	18	Alaskan Native/Am. Indian		1	Asian		40
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Conversation Participants: Don Ferretti, Nancy Baggett, Heidi Kolbe, Cathy Ferron, Judy Marston, Alicia Stammer, Christine Mattos, Tracey Tapiz, Susan Froidevaux, Katherine Magoffin, Michele Young, Cindy Tekus, Betty Diregolo																										
Outcome: <ul style="list-style-type: none"> Children who participate in the inclusive preschool environment will demonstrate emotional, intellectual, physical and social skills needed to succeed in kindergarten. 																										
Performance Measures: <ul style="list-style-type: none"> Demographics according to the categories mandated in the First 5 Placer Demographic Tool. In addition the following will be required; number of children served indirectly and the number of parents/caregivers served. MDRDP or DRDP pre/post results to document all children's development – breaking out data on children with disabilities and children receiving scholarship assistance.. Video and photographic records with written observations to document the successful integration of children with disabilities in a preschool environment showing all children participating in rich, developmentally appropriate activities. 																										

What is this data telling us about achievement of outcomes?

RUSD: More girls are being identified as having disabilities. Have seen more students this year with physical/orthopedic disabilities. There are markedly more girls in this reporting period than previously. We are seeing more ethnic/racial diversity in the program. This change could be better reflecting the demographics of the county and the acceptance of the educational component. All 22 children speak English in the home and all are eligible for Part B.

The zip code breakdown shows the majority of the children are from the Rocklin area. The First 5 funds are being used primarily for full inclusion at Parker Whitney School.

Preschool: The demographics reflect the city demographics with a strong Asian and White population. Of languages spoken in the home 184 speak English, 1 speaks Spanish, 24 speak Other – mostly Asian and Punjabi, and 3 Unknown. There are more and more non-English-speaking children but the teachers have prepared for this situation and are managing the change.

Children who would not normally have access to preschool are being registered. At Parker-Whitney in the AM class there are 21 students with 8 full tuition, 9 subsidized and 4 full inclusion and in the PM class there are 16 students with 8 full tuition, 6 subsidized and 2 full inclusion. Of the 212 typically developed children in the City of Rocklin program, 31 are at Parker Whitney, of the 22 special needs children, 6 of those are at Parker Whitney.

This is the first year that the Rocklin City Preschool has not been at full enrollment. Based on exit surveys, registration fluctuates as people are moving out of the area and/or parents are unable to finance the tuition.

Videos and photos of the inclusion of special needs children with typically developing children are attached to this report. These photos demonstrate the building of social skills, intellectual and physical activities, and the inclusiveness. Some photos show special needs children participating in age appropriate activities with typically developing peers. The tasks shown in the photos are from the MDRDP and the DRDP. The videos and photos show all the children participating, no matter what their challenges, in age appropriate activities. The activities are setting a good foundation for preparation for kindergarten. They also show that with support and intervention special needs children can be successful in an inclusive preschool environment.

The videos and photos show continued use of prior First 5 investments. The expanded version of this program is largely due to the initial First 5 investments.

MDRDP/DRDP

Rocklin Preschool pretest chart for typically developing 4 year olds shows 6 assessment areas. There is a lot of growth between the ages of three and four. Typically developing 4 year olds are near mastering their skill indicators while the 3 year olds are still emerging. This gap seems also evident in the performance of 3 year olds and 4 year olds with special needs. Please refer to the attached charts for more detail.

The children receiving tuition assistance through the First 5 funds were broken out as a sub-group (subsidized chart attached). The chart relating to physical and motor competence with the subsidized children shows more mastery in these areas. The subsidized children have fully mastered toilet use and hand washing.

Four year olds possess many of the skills they will need to succeed in kindergarten. It is a good thing the 3 year olds have another year to prepare. The inclusiveness of the program facilitates peer mentoring.

In what ways will we apply what we have learned from our data?

Next Learning Conversation do a demonstration of the sound box and photos of growth in children over time.

Select data that relates to the outcome anticipated for this program.

Perhaps the photos could show specific activities that reflect and indicate achievement of the outcome. Pictures of how the teachers/aides work with the children would be helpful in understanding how improvement is achieved. Have examples of one child at different stages of learning (pre/post).

Next Steps:

Breakout the statistics for the First 5 funded site, Parker Whitney School. Work with Cathy (First 5 Evaluator) on how the program will prepare the data for the next Learning Conversation.

Overall demographics can be shown at the Learning Conversation but Parker Whitney data needs to be separated.

List new and continuing children, with new being those registered since the previous Learning Conversation.

Next Learning Conversation: May 14, 2008, 2:00-5:30 PM